

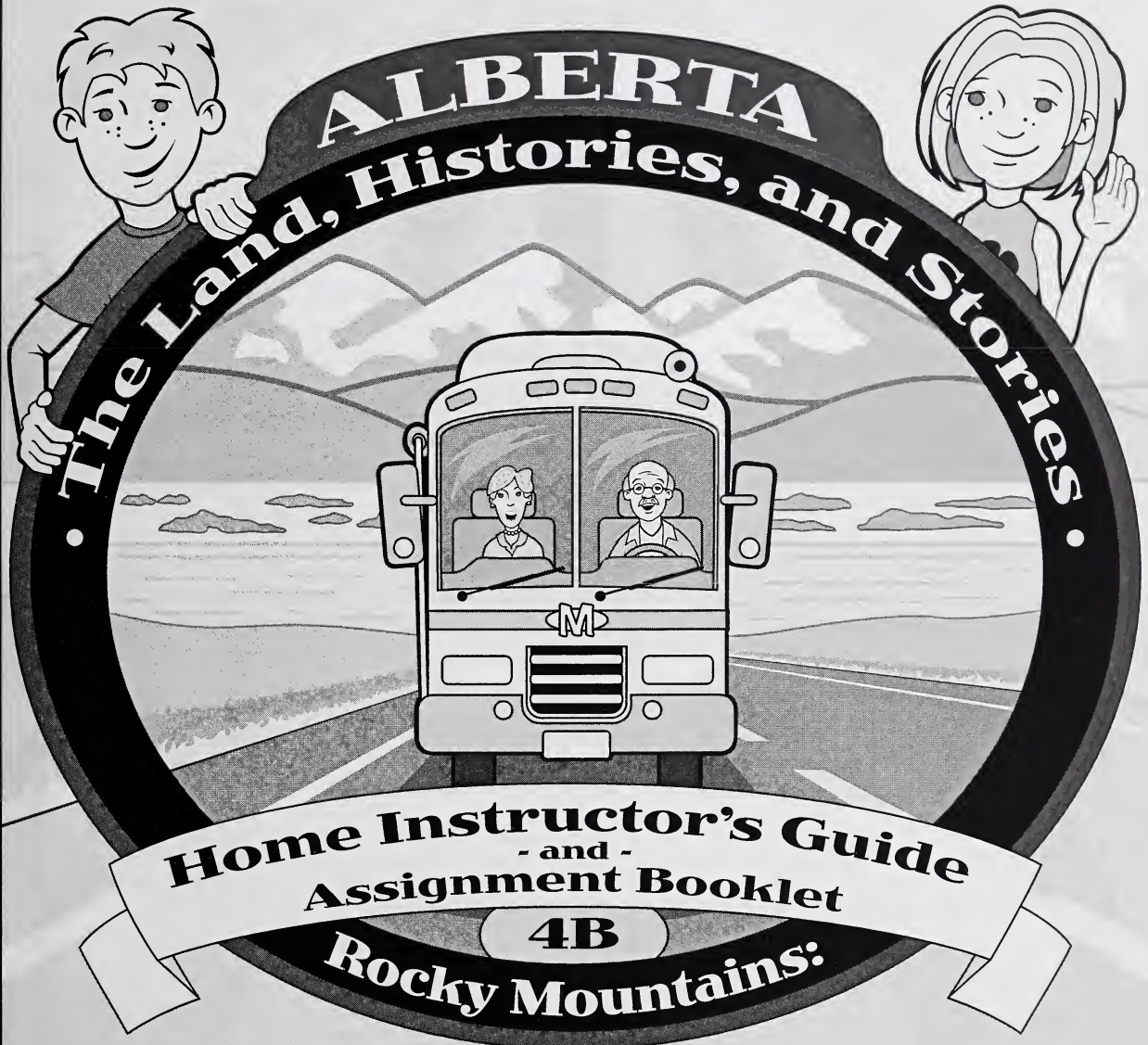


4B

GRADE

4

Social Studies



Memories and Maps



Learning
Technologies
Branch

Alberta
EDUCATION

Grade 4 Social Studies
Module 4: Rocky Mountains: Memories and Maps
Home Instructor's Guide and Assignment Booklet 4B
Learning Technologies Branch
ISBN 0-7741-2706-6

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Chapter Summaries

Chapter 10: Artifacts and Memories

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on First Nations people and how they came to live on this land. The student will compare the beliefs of many First Nations people with the theories of archaeologists, anthropologists, and geologists about how the First Nations people arrived here.

Instructional Strategies

Help the student understand that archaeologists' theories about how First Nations people came to live here are in contrast with the beliefs of many First Peoples. The archaeologists' theories have changed over time and are still being refined with each new discovery.

You will need the six remaining photographs taken during the Chapter 3 Assignment to complete this chapter. Help the student distinguish between the blurry photos (taken when the camera was shaken slightly) and those that are out of focus.

With the student, compare ideas that are unclear or forgotten with blurry and out-of-focus photographs. Use the clearer photographs to represent how much scientists have already learned about the past and how stories and symbols that are retold by Elders help modern society understand the time before now.

With the student, visit the Yukon Beringia Interpretive Centre website at <http://www.beringia.com/> and go on a virtual tour of the facility.

The following resource may be useful for this chapter:

The First Albertans—An Archaeological Search, by Gail Helgason, Lone Pine Publishing, 1987.

At the end of the chapter, direct the student to the Chapter 10 Assignment in Assignment Booklet 4B.

Chapter 11: Rocky Mountains—Rich in Resources

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the natural resources of the Rocky Mountains landform.

Instructional Strategies

Have the student locate Lake Louise on the map of Alberta.

Help the student locate the Crowsnest Pass area on the map of Alberta.

With your student, visit the Frank Slide Interpretive Centre website at <http://www.frankslide.com/home.html> and take a virtual tour of the facility.

Assist your student as necessary to view the segments “Hillcrest Mine Disaster” and “The Frank Slide” on the Grade 4 Social Studies Multimedia CD.

Beyond the Story

Remind the student to include any new websites in his or her Internet Journal for future reference.

These websites contain interesting information and pictures about coal mining in the Rocky Mountains:

- <http://www.coalminer.ca/index2.asp>
- <http://www.coalking.ca/index.html>
- <http://www.crowsnest.bc.ca/coal.html>
- http://www.crowsnest-highway.ca/cgi-bin/citypage.pl?city=crowsnest_pass

Chapter 12: A Rainy-Day Activity

This chapter should take approximately 40 minutes to complete.

Objective

In this chapter the student makes a collage as a review of natural resources found in the Rocky Mountains.

Instructional Strategies

Talk about the internment camps and how difficult life must have been for newcomers to Canada, especially for the women whose husbands were in the camps.

Explain the meaning of the term *enemy alien* and discuss examples of prejudice based on religion, ethnicity, nationality, and social status.

If possible, borrow the book *Silver Threads* from your local library for the student to read. It can also be purchased in a bookstore.

Refer to the Supplemental Reading list in Home Instructor’s Guide 4A for additional sources of information about resources found in the Rocky Mountains.

At the end of the chapter, direct the student to the Chapter 12 Assignment in Assignment Booklet 4B.

Help the student gather the material needed for the collage. Discuss the natural resource the student has chosen and talk about its uses. Remind the student to make a plan for the collage first. The collage is to be sent to the teacher for marking along with Assignment Booklet 4B.

Chapter 13: Where Does the Water Come From?

This chapter should take approximately 40 minutes to complete.

Objective

This chapter is about the glaciers of the Rocky Mountains being the source of the major river systems in Alberta.

Instructional Strategies

Encourage the student to search for websites about Alberta glaciers on the Internet. Discuss how the glaciers are shrinking due to the changing climate and how this might affect Alberta's water supply in the future. As the glaciers melt, the rivers that supply towns and cities with water will eventually dry up.

Assist your student as necessary to view the segment "Columbia Icefields" on the Grade 4 Social Studies Multimedia CD.

On the map of Alberta, show the student how the Continental Divide separates Alberta and British Columbia. Ensure the student understands how melting waters from the Rockies flow either west to the Pacific or east to the Arctic Ocean and Hudson Bay.

The following maps from The Atlas of Canada website show the drainage basins and continental divide:

- <http://atlas.nrcan.gc.ca/site/english/maps/environment/hydrology/drainagebasins>
- <http://atlas.nrcan.gc.ca/site/english/maps/freshwater/distribution/drainage>

This Alberta Government website allows you to view selected criteria for Alberta drainage basins:

<http://www3.gov.ab.ca/env/water/basins/Basinform.cfm>

Beyond the Story

Remind the student to include any new websites in his or her Internet Journal for future reference.

Additional information about glaciers and icefields may be found at the following websites:

- <http://atlas.nrcan.gc.ca/site/english/maps/freshwater/distribution/glaciers>
- http://www.abheritage.ca/alberta/archaeology/site_profiles_columbia_icefield.html

Chapter 14: Rivers Run Through It

This chapter should take approximately 40 minutes to complete.

Objective

This chapter focuses on the river systems that originate in the Rocky Mountains of Alberta.

Instructional Strategies

On the map, have the student show you all the national parks in Alberta. Discuss the size of the parks.

Watch as the student traces the routes of the Athabasca, North Saskatchewan, and South Saskatchewan rivers from the Rocky Mountains to the Arctic Ocean and Hudson Bay. Have the student point out their tributaries and the towns and cities the rivers pass along the way. Ask the student to tell you in which direction the rivers are flowing as he or she traces them.

Chapter 15: Mountain Lakes and Rivers

This chapter should take approximately 40 minutes to complete.

Objective

This chapter continues from Chapter 14, focusing on the river systems that originate in the Rocky Mountains outside Alberta.

Instructional Strategies

Watch as the student traces the routes of the Hay, Peace, and Milk rivers from the British Columbia Rocky Mountains to the Arctic Ocean and Gulf of Mexico on a map of North America. Have the student point out their tributaries and the towns and cities the rivers pass along the way. Ask the student to tell you in which direction the rivers are flowing as he or she traces them.

Listen to the student's explanation of why rivers flow through so many communities. Discuss why communities might be located on rivers.

At the end of the chapter, direct the student to the Chapter 15 Assignment in Assignment Booklet 4B.

Beyond the Story

This chapter includes three optional extension activities. Encourage the student to find out more about Mary Schaffer and her beautiful photographs of the mountains and the Nakoda Peoples. Additional information about this remarkable woman may be found in the following books:

- *A Hunter of Peace: Mary T. S. Schaffer's Old Indian Trails of the Canadian Rockies*, E. J. Hart (ed.), The Whyte Foundation 1980, 2001.
- *No Ordinary Woman: The Story of Mary Schaffer Warren*, by Janice Sanford Beck, Rocky Mountain Books, 2001.
- *Mary Schaffer: An Adventurous Woman's Exploits in the Canadian Rockies*, by Jill Foran, Altitude Publishing, 2003.

The student may find information about forts in Alberta on this website:

<http://www.geocities.com/naforts/ab.html>

A couple of good websites that focus on the history and use of the canoe may be found at

- **<http://www.civilization.ca/hist/canoe/can00eng.html>**
- **<http://www.canoemuseum.net/>**

Remind the student to include any new websites in his or her Internet Journal for future reference.

Chapter 16: An Alpine Adventure

This chapter should take approximately 40 minutes to complete.

Objective

This chapter is about the climate and vegetation of the natural regions and seasonal activities available in the Rocky Mountains.

Instructional Strategies

Review the vegetation regions of Alberta with the student. Have the student name the regions and describe their characteristics.

Have the student look up the words *alp* and *alpine* in the dictionary and tell you what they mean.

Discuss the places you and the student have been to in Alberta. Talk about the time of year you were there (winter, spring, summer, or fall), the geography of the area (mountains, lakes, prairies, and so on), and how weather and geography influence the activities that you did. Talk about the ways that recreation and tourism help people appreciate the natural regions and environment of Alberta.

Assist your student as necessary to view the segment “This Majestic Land” on the Grade 4 Social Studies Multimedia CD.

At the end of the chapter, direct the student to the Chapter 16 Assignment in Assignment Booklet 4B.

Beyond the Story

This chapter includes an optional extension activity.

Chapter 17: The Rocky Mountains—Who Decides Their Future?

This chapter should take approximately 40 minutes to complete.

Objective

This chapter deals with the ways tourism and environmental sustainability conflict.

Instructional Strategies

With the student discuss the following points of view:

- how too much development and a focus on tourism might harm the environment of the Rocky Mountains
- the ways in which tourism and development benefit Albertans

Help the student to understand that low-impact uses of parks is the compromise position that allows people to use parks to enjoy wilderness experiences and activities, but still protects them for future generations.

At the end of the chapter, direct the student to the Chapter 17 Assignment in Assignment Booklet 4B.

Beyond the Story

This chapter includes an optional extension activity.

ASSIGNMENT BOOKLET 4B

Grade 4 Social Studies
Module 4: Chapters 10–17

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

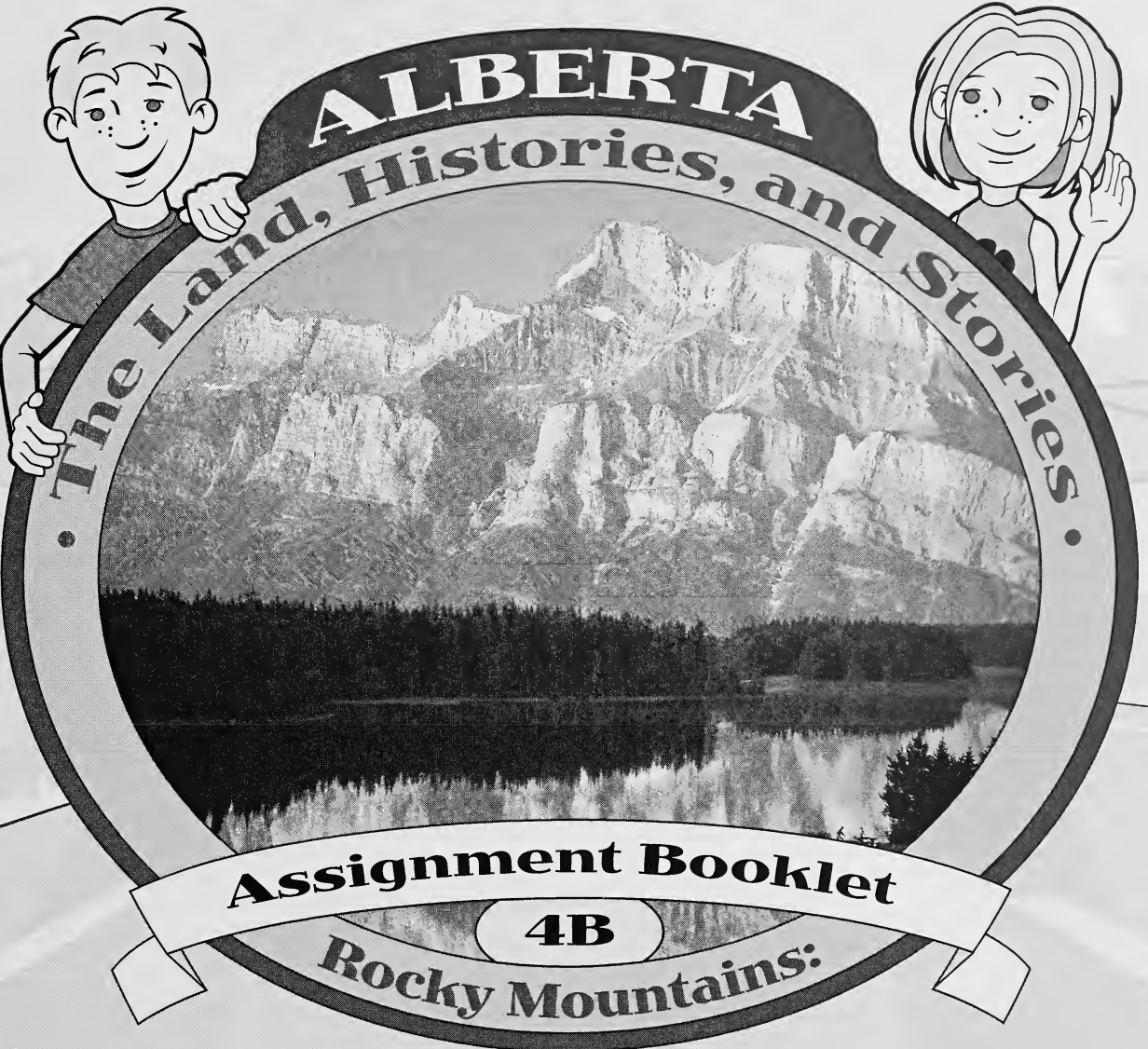
E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE

4

Social Studies



Memories and Maps

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 10 Assignment	30	
Chapter 12 Assignment	22	
Chapter 15 Assignment	18	
Chapter 16 Assignment	20	
Chapter 17 Assignment	20	
	110	

Teacher's Comments

Grade 4 Social Studies
Module 4: Rocky Mountains: Memories and Maps
Assignment Booklet 4B
Learning Technologies Branch

Cover Art: Alberta Economic Development

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

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- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 4B
GRADE 4 SOCIAL STUDIES: MODULE 4
CHAPTER 10 ASSIGNMENT TO CHAPTER 17 ASSIGNMENT

This Assignment Booklet is worth 110 marks out of the total 200 marks for the assignments in Module 4. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

30

Chapter 10 Assignment: Artifacts and Memories

1. Archaeologists guessed the age of bones and burned pieces of wood found at ancient hunting and camping sites until they started to use the process of radiocarbon dating.

1

a. Which photograph symbolizes archaeologists' understanding of the past before radiocarbon dating? Choose the best answer.

- ☐ a photograph that is out of focus
- ☐ a blurry photograph
- ☐ a well-focused photograph

4

b. Draw the border of a postcard and mount the photograph in the space.

2. When archaeologists used radiocarbon dating, they determined that some of the bison bones found at Head-Smashed-In Buffalo Jump are 5000 years old.

①

- a. Which photograph symbolizes archaeologists' understanding of the past after radiocarbon dating?

- ☐ a photograph that is out of focus
- ☐ a blurry photograph
- ☐ a well-focused photograph

④

- b. Draw the border of a postcard and mount the photograph in the space.

- 3.** Pictographs found at Grotto Canyon were damaged by the elements and careless people. After studying the faded and damaged pictographs, anthropologists guessed that they are about 1000 years old.

①

- a.** Which photograph best symbolizes the difficulty anthropologists have determining the age of the pictograph found on the walls of Grotto Canyon?

- ☐ a photograph that is out of focus
- ☐ a blurry photograph
- ☐ a well-focused photograph

④

- b.** Draw the border of a postcard and mount the photograph in the space.

4. First Nations peoples have an oral history that is passed down through sacred stories, symbols, and celebrations. After reviewing a Hopi story about a flute player travelling to the four corners of the Earth and discovering flute player pictographs in many parts of North and South America, anthropologists believe the pictographs found at Grotto Canyon were painted by one or more Hopi artists.

①

- a. Which photograph symbolizes that oral and symbolic history helps bring the past into focus?

- ☐ a photograph that is out of focus
- ☐ a blurry photograph
- ☐ a well-focused photograph

④

- b. Draw the border of a postcard and mount the photograph in the space.

5. Some stories and teachings were partly scraped from memory when First Nations children were taken from their families and taught in schools far away. There they learned how to read and write, but they didn't learn any of their ancestors' stories or celebrations.

①

- a. Which photograph symbolizes that oral and symbolic history can be damaged if it is not taught to children?

- ☐ a scraped photograph
- ☐ a blurry photograph
- ☐ a well-focused photograph

④

- b. Draw the border of a postcard and mount the photograph in the space.

6. When First Nations storytellers died of diseases or moved to reserves, the meanings of some sacred stories, symbols, and celebrations were only partially remembered.

- ① a. Which photograph symbolizes what happens to oral history if storytellers aren't able to pass it on to others?
- ☐ a scraped photograph
 - ☐ a blurry photograph
 - ☐ a well-focused photograph
- ④ b. Draw the border of a postcard and mount the photograph in the space.



Turn to Chapter 11 in the Module 4 Student Module Booklet.

Chapter 12 Assignment: A Rainy-Day Activity

Choose one natural resource that is found in the Rocky Mountains. Construct a collage showing all the possible uses of that resource. For example, if you choose a fossil fuel like coal, cut out or draw pictures showing its uses, such as people using electricity, workers making steel, people enjoying heat indoors in the winter, and products made from coal.

Label each picture or illustration clearly to identify the use of the natural resource. List at least four uses for the resource you have chosen. Make your poster as colourful and as appealing as you can. You may use regular paper or construction paper. But remember, it has to be mailed to your teacher, so it shouldn't be too large.

Give your collage a title and make sure to write the type of resource it is (renewable or non-renewable). Under the title, write one or two sentences explaining why the resource is renewable or non-renewable.

Try to be original—choose a natural resource other than coal for your collage.

Write your name at the bottom of the collage. You will send the collage to your teacher at the end of this module.



Turn to Chapter 13 in the Module 4 Student Module Booklet.

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Chapter 15 Assignment: Mountain Lakes and Rivers

1. On the map of Alberta, label ten of the province's rivers. Check off each one after you have labelled it on the map.



10

- ☐ Slave River
- ☐ Peace River
- ☐ Athabasca River
- ☐ South Saskatchewan River
- ☐ North Saskatchewan River
- ☐ Bow River
- ☐ Hay River
- ☐ Oldman River
- ☐ Red Deer River
- ☐ Milk River

- ① 2. Name one river that eventually ends up in the Arctic Ocean.

- ① 3. Name one river that eventually ends up in Hudson Bay.

- ① 4. Name one river that eventually ends up in the Gulf of Mexico.

- ⑤ 5. Look at the map of Alberta showing the rivers you just labelled. It shows a number of cities. These cities all have something in common. What is it? Explain two reasons why this happened.



Turn to Chapter 16 in the Module 4 Student Module Booklet.

20

Chapter 16 Assignment: An Alpine Adventure

- ③ 1. Name the three vegetation regions of the Rocky Mountains.

- _____
- _____
- _____

- 8
2. What are some of the seasonal activities you can do in the national parks in the Rocky Mountains? Write your answers in the table below. List three activities for the winter and five for the spring, summer, and fall.

Winter Activities	Spring, Summer, and Fall Activities

- 2
3. Choose one of the activities from the Winter Activities column. Why would you go to the mountains to do it?

- 2
4. Choose one of the activities from the Spring, Summer, and Fall Activities column. Why would you go to the mountains to do it?

- 5
5. Just like many cities and towns, many parks and protected areas are found near a lake or river. Suggest two reasons why you think that is. Use complete sentences.



Turn to Chapter 17 in the Module 4 Student Module Booklet.

20

Chapter 17 Assignment: The Rocky Mountains—Who Decides Their Future?

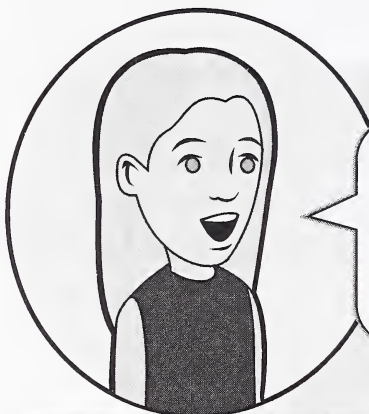
15

1. Fill in the table with information that you have learned about the Rocky Mountains landform. Write three or more facts about each topic.

ROCKY MOUNTAINS LANDFORM

Topics	What I Learned
Climate	<div></div> <div></div> <div></div> <div></div>
Vegetation	<div></div> <div></div> <div></div> <div></div>
Natural Resources	<div></div> <div></div> <div></div> <div></div>
Wildlife	<div></div> <div></div> <div></div> <div></div>
Physical Features	<div></div> <div></div> <div></div> <div></div>

2. Read the two points of view about parks and protected areas.



We need to protect and conserve our parks and protected areas so the environment is not harmed and plants and animals can live in their natural habitat. We should not allow more development in the parks.

Parks are for people too. Protected areas should be developed so that people can shop, eat in restaurants, stay at hotels, and take part in all kinds of fun, recreational activities.



①

- a. Decide which viewpoint you agree with.
Do you agree with Flavia or Jacob?

④

- b. Explain at least two reasons why you agree with that point of view.

Home Instructor Feedback Form for Module 4

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?

2. Were there specific areas with which your student had particular difficulty? If so, what were they?

3. Do you have any other questions, comments, or concerns?

Student Feedback Form for Module 4

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

2. What parts did you like the least?

3. What part did you find most difficult?

4. What parts were the easiest?
